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ABSTRACT

This course of study is designed to acquaint students with the world of work and the personal characteristics that will help them to succeed in their career choices. The course outline is prepared as an instructional guide. High school curricular offerings are examined as an intermediate step in planning. The course content encompasses research on various theories of career choice, the impact of youth on the labor force, job opportunities and requirements, personal appearance, job applications, and work relationships. Resource personnel from the business community as well as tours to business sites can be incorporated. Topics can be rearranged to suit the teaching methods of the teacher. It is highly recommended that teachers supplement their teaching methods through the use of specified textbooks. (Author/WS)

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ED 070970

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

ED 070 044

PROJECT YOU

6470.42

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

PROJECT YOU
(QUINMESTER)

6470.42

DIVISION OF INSTRUCTION
Department of Pupil Personnel Services
Dade County Public Schools
Miami, Florida

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PROJECT YOU--QUINMESTER COURSE DESCRIPTION 6470.42

A course of study designed to acquaint pupils with the world of work and the personal characteristics that will help them succeed in their career choices. High school curricular offerings will be examined as an intermediate step in planning. The course content will encompass research on various theories of career choice, the impact of youth in the labor force, job opportunities and requirements, personal appearance, job applications, and work relationships. Resource personnel from the business community as well as tours to business sites can be incorporated.

Prerequisite--None

Recommended for all junior high students.

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Approval Date:

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PREFACE

This course outline has been prepared as an instructional guide. The content is by no means exhaustive. The key to success in presenting this quinmester course depends upon the manner in which the presentations are made---and this involves YOU! We assure you that your judgment is respected and needed in determining the most effective means for implementation of this exploratory unit. Optimally, we anticipate that each department within your school will become an active participant in the project.

Career development is an ongoing process. The choice of an occupation is actually an expression of an individual's self-concept, therefore, the earlier a boy or girl begins to feel a sense of worth and self direction the greater seems to be his personal achievement and his ability to analyze the best alternatives that may enhance his plans. In Project You, we attempt to provide a series of exploratory experiences, each requiring evaluation as to its significance for future career development.

Topics can be rearranged to suit your teaching methods.* It is also highly recommended that you supplement your instructions, by using the Project You Teacher and Student Guide, available through the Textbook Department of the Dade Public School System.

Skits and additional problem-solving incidents are included in the Project You Guide.

It is our sincere hope that teachers who use this guide will find it a help in directing young people toward a better understanding of themselves and the opportunities available to them as they develop into contributing members of society.

*A suggested list of available films has been included in this guide for your use.

GOALS

As a result of this guide:

1. PROJECT YOU will help the student understand more about himself.
2. PROJECT YOU will help the student begin to examine and establish his own personal values and goals.
3. PROJECT YOU will help the student understand more about the world of work.
4. PROJECT YOU will help the student understand more about occupations.
5. PROJECT YOU will help the student understand more about graduation requirements.
6. PROJECT YOU will help the student understand more about job training in high school.
7. PROJECT YOU will help the student understand more about training after high school.
8. PROJECT YOU will help the student make tentative eduational and vocational plans.
9. PROJECT YOU will help the student make meaningful plans for next year.
10. PROJECT YOU will help the student in exploring sources of information in planning for his future.
11. PROJECT YOU will help to make school more meaningful to the student.
12. PROJECT YOU will help the student understand information about social security and how to file for a social security card.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Why Plan? Who is responsible for planning my future? When should planning begin?	The student will be able to list several reasons why planning is important.	1. Open with a short introduction stating reasons why planning is important. 2. General discussion, drawing from the students their ideas of why planning is important. 3. The student will keep a notebook for this course. The first entry will be a list of reasons why planning is important. 4. Discuss whose responsibility planning for my future is. Why is it my responsibility? 5. Discuss when planning for future should begin.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Decision-Making	The student will be able to define the term decision making. The student will use the method suggested in making a decision and/or formulate his own process for making decisions. The student will apply the process to a problem situation.	1. The teacher will open with a short introduction on the importance of developing the ability to make a decision. The teacher will present one method used for making decisions, for example one decision-making method is called SELF. Each letter represents a step in arriving at a decision. SELF Sort-out things that you know or can find out. Either/or-list the alternatives (other possibilities). Look-at the possible consequences (or outcome). Finally-make your decision by weighing the choices and considering how they will affect you. 2. Lead a discussion to formulate with the students their own process for making a decision. 3. Present a hypothetical problem needing a decision. Group the students (5 in a group) and using the process formulated or the SELF method, solve the problem. 4. The group will present their solutions to the problem. 5. The teacher will point out the differences in the various solutions. 6. The group will also present alternative solutions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Values	The student will be able to identify "values" that are important to him.	The teacher will introduce and clarify the term values. The teacher will lead a discussion on values. Students are frequently faced with problems of doing something that they don't believe in but do it because it is the "in" thing to do. If this is true, values are involved in these decisions. Let's try the SELF method in talking about values. SORT OUT THE FACTS YOU KNOW ABOUT VALUES. 1. You will be able to make decisions more easily when you understand <u>your</u> values. 2. Values are relative. Another way to state this is values depend on how much you really want something. 3. Some values are more important than others. 4. Each person's values differ. 5. Day by day you are developing a value system. 6. Values you develop will be reflected in your emotional maturity, moral judgements, educational asperations, and physical developments. EITHER YOU STAND UP FOR THE THINGS THAT ARE IMPORTANT TO YOU OR YOU GET PUSHED ALONG WITH THE CROWD

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		LOOK AT THE CONSEQUENCES. <u>If you stand up for things that are important to you</u> 1. You may begin to understand your self better. 2. You may make decisions which are meaningful to you. 3. You may come nearer to being the kind of person you want to be. 4. You may be able to better understand other people. <u>If you allow yourself to be pushed along by the crowd</u> ; 1. You may be popular with the others. 2. You may like yourself less. 3. You may have the feeling that you never get what you really want. 4. You may never reach the goals in life that you have set for yourself. FINALLY YOU MUST MAKE YOUR OWN DECISION Using the SELF process of decision making you must sort out the facts, weigh the alternatives, consider the possible consequences and make your decision. Discuss individual student values on the following: honesty integrity morals education jobs appearance money

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Studying	The student will use the self method of decision making, or the decision-making method he developed, for answering the question-WHY STUDY?	The teacher will direct the group in finding out just how important studying is. Using the self method the result might look like this: SORT OUT THE FACTS YOU SHOULD KNOW ABOUT STUDYING 1. Studying requires concentration on your part. 2. There are definite techniques involved in studying. 3. It takes time that you might use for things you like better. 4. Those who study properly usually make good progress in school. 5. List other facts. 6. Failure may cause you to repeat a grade. Other facts:_____ *EITHER-OR (in other words your alternatives) 1. You decide not to study. or 2. You decide to study. LOOK AT THE CONSEQUENCES If you decide not to study: 1. You may fail or make very low grades. 2. Failure or low marks may put you on restriction at home. 3. You can rely on class discussion only. 4. You may cram the night before a test. 5. You may be able to get by without studying. 6. You may be lucky and get by on personality. 7. Failure may cause you to repeat a grade. Other Consequences:_____

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		If you decide to study: 1. Your grades may improve. 2. Your teacher or counselor may help you plan a good study schedule. 3. You may be able to keep up with assignments. 4. Good work habits will be valuable to you throughout life. Other Consequences_____ FINALLY, you must make your own decision: Using the SELF method of making decisions sort out the facts, weigh the alternatives, consider the possible consequences, and make your decision. Discuss and plan good, workable study habits.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Understanding personality traits A better understanding of personality traits and how they relate to various jobs.	The student will be able to identify personality traits (or characteristics) needed for various types of occupations. This lesson is planned to give the student insight into how characteristics do affect job selection	1. The teacher will, with the help of the class, list personality traits on the board. The students will keep this list in their notebook: traits, such as friendly, cheerful, pleasant, reliable, neat, helpful, self-reliant, trustworthy, courteous, loyal, cooperative, poised, punctual, alert, patient. Discuss these traits. 2. Have students rate themselves on these traits, for example, use a checklist system. Traits — Usually — Sometimes — Seldom I am friendly _____ _____ _____ I am (list all other traits mentioned by class) 3. Have the class consider a few occupations and think of the personality traits and abilities each should possess. For example: Job Title — Personality Traits Needed — Abilities Needed Automobile Salesman _____ _____ Typist _____ _____ Electrician _____ _____ Policeman _____ _____ Teacher _____ _____ Any other occupations class would like to add. Suggested film: Developing Your Character

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Human Relations	The student will be able to identify characteristics necessary for good human relations. The student will list characteristics or traits necessary to successful human relations.	1. The teacher will introduce subject by clarifying the term human relations (group interaction). 2. The teacher will lead the group in constructing a sociogram or other device to see how he relates to others. a. How am I affected by others? b. How do I think others preceive me? c. How do I preceive my role in society? d. What problems do I see that I must over come?
<u>My Personal Characteristics</u> A better understanding of my personal characteristics. Focus on interest, ability, personality.	The student sill be able to identify his personal characteristics.	1. **The teacher** will give a questionnaire that will help the student recognize his characteristics and interests. A suggested questionnaire will be found on the following pages. This could be duplication for each student. 2. Discuss and analyze the answers from the questionnaire. 3. Suggested film: <u>Listen</u>, <u>Listen</u>.

A SELF INVENTORY

Getting to Know Myself

My name_____ Age_____ Date_____

I. What my school record shows.

A. Average grade in English_____
B. Average grade in history_____
C. Average grade in science_____
D. Average grade in math_____
E. Name two favorite school subjects (art, music, shop, English etc.) and give the average grade for each.

1. _____ Average Grade_____

2. _____ Average Grade_____

II. School activities (sports, plays, club work, etc.) are also important.

A. My favorite school activity is_____

_____

1. Why I like it_____

_____

_____

2. How long have I been interested in this activity?_____

3. Offices (president, secretary, captain, etc.) that I have held in this organization.

_____

B. My second favorite school activity is_____

_____

1. Why I like it_____

_____

_____

2. Offices I have held_____

_____

III. My three favorite hobbies (cooking, carpentry, photography, reading, etc.) are

A. _____

B. _____

C. _____

IV. What do I like to do best outside of work and school hours (play tennis, listen to the radio, collect stamps, etc.)?

A. _____

B. _____

V. What skills (typing, making models, fixing people's hair-dos, etc.) do I have?

A. _____

B. _____

VI. What course of study or special training (business subjects, aviation, mechanical drawing, music, etc.) would I like to take if I could?

_____

_____

VII. Has anyone ever said that I was especially good at doing any one thing (getting along with people, acting in a play, speaking, playing the piano)? If so, what?

_____

_____

VIII. Have members of my family or friends suggested any particular career to me?

What? _____

How do I feel about this suggestion?

_____

_____

IX. What do I really think I would like to do for a living?

_____

_____

Why? _____

_____

A. How long have I been interested in this type of career?

_____

_____

X. What occupations or fields of work would I like more information about?

_____

_____

XI. Have I had any experience working? If so, think about it and answer these questions:

A. First job was _____

1. Why did (or didn't) I like this part-time job?

_____

_____

2. Name any job in this field you might be interested in for a career.

_____

_____

B. Second job was _____

_____

1. Why did (or didn't) I like this part-time job?

_____

_____

2. Name any job in this field you might be interested in for a career.

_____

_____

C. In which part-time job was I most useful to my employer?

_____

_____

XII. Different types of reading help broaden my background.

A. Do I read newspapers?_____

If so, which one?_____

What parts do I read?_____

_____

B. What magazines do I read often?

_____

C. What three books (outside of school books) have I read lately that I especially liked?

_____

_____

_____

XIII. What TV or radio programs do I especially like?

_____

_____

XIV. Check the activities in the following list which especially interest me and why do I like them.

_____A. Working outdoors_____

_____B. Writing_____

_____C. Solving puzzles_____

_____D. Being always "on the go"_____

_____E. Using tools_____

_____F. Meeting many people_____

_____G. Repairing things_____

_____H. Public Speaking_____

_____I. Doing research work_____

_____J. Facing danger_____

_____K. Working at many things_____

_____L. Growing plants_____

_____M. Doing new things all the time_____

_____N. Doing work which requires work clothes, getting hands dirty_____

XV. Check two of the following things which I would like to do best about either a radio or a garment. (Place a check after radio___or after garment__to indicate choice.)

_____Make it
_____Sell it
_____Improve its usefulness
_____Draw a picture of it
_____Write about it
_____Buy it
___Plan (or design it)
___Repair it
___Use it
___Improve its beauty
___Teach others about it
___Write ads about it

WHAT'S MY SCORE

Now that I have finished the Inventory, how can I "add up the answers" to discover what my answers tell about me?

I will keep these tips in mind as I study my self inventory:

---

1. What are my likes and dislikes?

   _____ a. Do I seem to prefer to work with people?

   _____ b. With ideas (such as research for writing papers, science, experiments)?

   _____ c. Or with things (models, gadgets, mechanical equipment)?

   _____ d. Do I prefer to work indoors?___Outdoors?___

   _____ e. Do I like to work out details and do routine work (checking columns of figures, making lists of things, etc.)

   _____ f. Or do I prefer a job which offers a variety of duties with fewer details (being a receptionist or an entertainer)?

   _____ g. Do I prefer physical activity?

   _____ h. Or mental activity?

   _____ i. Am I a natural leader (head of clubs and teams)?

   _____ j. Or do I prefer to have someone tell me what to do?

2. What are my physical and mental characteristics?

   _____ a. Am I physically strong?

   _____ b. Am I nervous?

   _____ c. Do I work until a job is finished?

   _____ d. Am I shy?____ Self-confident?____

   _____ e. Do I become angry easily?

   _____ f. Am I calm, slow to anger?

3. What <u>job fields</u> do I seem to be especially interested in? <u>READ CAREFULLY</u> before answering. (A <u>job field</u> is a group of jobs with a similar purpose, and for which one needs somewhat similar skills. For instance, the <u>building trades job field</u> includes carpenter, plumber, sheet metal worker. The <u>health job field</u> includes technician, hospital orderly. The <u>clerical field</u> includes stenographer, typist, file clerk, business machine operator. Transportation, sales, farming, and mechanical work are other job fields.

When I begin planning my career, I will study job fields first, rather than particular jobs. In that way, I will more likely find the career that's right for me.)

a. _____

b. _____

c. _____

Suppose that my answers indicate no particular interest in any job field. This is possible; ask this question:

What further education, after high school, will I need to go with my interests? (For example, do my hobbies, school record, reading, etc., indicate that I would do well and be interested in going to college, taking a vocational course, going to some business or technical school? Or just completing high school?)

_____

_____

_____

_____

_____

_____

Also, I might discuss my findings with my parents, teacher, counselor to get their opinions. They may see me differently.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Understanding My Aptitude A better understanding of my aptitude.	The student will be made aware of the aptitude or aptitudes he appears to have. The student will list the areas he appears to have an aptitude for.	1. Conduct the Kuder Preference Test or an aptitude test of the teacher's choice. 2. Score the test. 3. Interpret and discuss results of the test. 4. Have each student list jobs or occupations he shows an aptitude for. 5. Suggested films: No Limit to Learning What's the Good of A Test? *If the Kuder Test is used, this activity takes approximately 3 periods. This test can be secured from the Supervisor of Testing, Program Evaluation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Importance of Work Why is it important to work?	The student will be able to list good reasons why work is important. The student will be able to list reasons why money is important or advantageous.	1. The teacher will introduce the topic "Why Work?" 2. The teacher will elicit answers and list the comparisons of the advantages and disadvantages of work. Example: Advantages of Work a. Feel useful b. To be independent c. To gain experience d. To be with other people e. To gain money Disadvantages of Work a. You have to get up in the morning b. You may have a boss that you don't particularly care for c. Interferes with your leisure time d. You are held responsible for your actions e. I've been living with my parents I can't see any reason why it should change The teacher will now pair off the advantages with the disadvantages, weighing heavily on the advantages will not be difficult. 3. The teacher will introduce the topic of money and elicit a response from the students on the advantages of money; how it can help; how it would be if we did not have money. List things one could not do if one had no means of income.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Man as a Prime Mover.	The student will be able to identify those things which are man-made. The student will be able to identify those things which are natural or not man-made.	The teacher will introduce the topic of "Man as a Prime Mover." a. The history of work b. The various systems of work Cottage type work The factory system The teacher will make the statement to be reflected upon by the students: "Society is all that would not have been if deep man never was." The teacher will elicit responses from the students and list those things which are man-made and list the more elementary things necessary to construct or manufacture these items, i.e., bricks--mason, food--farmer, clothing--weaver. The teacher will lead the group to the realization that "Society is all that man has made it." The teacher will elicit responses from the students and list those things which are natural or things found in nature. *The teacher will emphasize the fact that our world of work is man-made and that it is necessary; that technological advancements and population increases have brought about the need for specialization and advancement in production techniques. The students will make a list of a. Primitive occupations b. Contemporary occupations and compare them as to preparation a. Training b. Education.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
The World of Work.	The students will construct a list of occupations taken from the trades. The students will be able to define the terms manufacturing and construction.	The teacher will introduce and define the term trades. Construction 1. surveyers 2. carpenters 3. masons 4. electricians 5. plumbers Manufacturing 1. machinists 2. assemblers 3. production painters 4. statisticians 5. technical writers 6. seamstresses The teacher will define the terms construction and manufacturing. 1. Construction is that division of industry which builds structures on a site that are usually permanent.* 2. Manufacturing is that division of industry which provides components in a factory for shipment to other locations to be assembled as a finished product. The students will list and compare those things that are constructed and those things that are manufactured. Example: Constructed Things 1. houses 2. factories 3. roads 4. dams *5. ships Manufactured Goods 1. cars 2. light bulbs 3. paper 4. lawn mowers 5. bicycles

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Personnel Technology	The student will be able to define and compare the terms unskilled, semiskilled, and skilled. The student will be able to list training requirements for the various skills or trades. The student will be able to define the term trades. The student will be able to explain the apprenticeship program process.	The instructor will introduce the terms unskilled, semiskilled, and skilled and define each. 1. Unskilled--the occupational group with the lowest educational attainment 2. Semiskilled-- the single biggest occupational group. These people make up the labor force in factories as assembly line workers, machine tenders and related jobs in the mass production industries, also taxi drivers, bus and truck drivers 3. Skilled--a strategic group characterized by high earnings, responsibilities, and formal training leading to industrial supervision. Given the definitions of the divisions of the labor force, the student will research through the library the educational processes and list them categorically. Example: List Educational Requirements Electrician - Skilled _____ Carpenter - Skilled _____ Ditch Digger - Unskilled _____ Foreman - Skilled _____ Lineman - Skilled _____ Taxi Driver - Unskilled _____ 4. Apprenticeship Programs. Research and discuss apprenticeship programs 5. Trades: Research and discuss various trades

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Technology and Change	The student will be able to define the term technology. The student will list technological advancements of the past twenty-five years and the occupational preparations necessary. The student will construct a list of technological advancements expected in the future.	The teacher will introduce the word technology and define it. The teacher will assign groups to research technological advancements within the past twenty-five years. Library Research: a. The students will compare the qualifications necessary for filling occupations for these jobs as they were twenty-five years ago, and, due to technological change, the qualifications necessary for filling these jobs today. b. The students will discuss their findings and compare the findings of other groups. The teacher will introduce the idea of technological advancements expected in the future: The student will research a. New methods of construction b. The use of new materials c. The use of new instruments (lazar beams) d. Computers e. Space technology f. Oceanography, etc. The student will construct a list of prognosticated advancements and theorize on the possible experiences or requirements to fill these occupational positions. *Guest speakers may be useful from the field of computers, oceanography, space, etc. Suggested film: The Changing Face of Florida

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Today's Job Market Jobs available in today's local job market.	The student will be able to use the newspaper as one source of surveying the local job market.	1. The teacher will introduce the classified section of the newspaper. He will inform the students as to what they are to look for. 2. Each student will find two jobs he could apply for at this time. He will find three jobs he will be interested in preparing for in the future and select jobs that he would like to do some research on. 3. Students will identify each of the jobs that require a high school education. Which job or jobs require a college education? Which job requires special training.? 4. Each student will list the occupations in the order of interest to him. * The teacher should make a list of the occupations his students show an interest in so that plans for speakers and other resources can be planned for 5. Suggested films: Finding the Right Job Finding Your Life Work Getting a Job

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Occupational Interview	1. The student will interview parents, relatives, or friends regarding their jobs. 2. The student will be able to list some qualifications of particular jobs. 3. The student will be able to list the advantages and/or disadvantages of particular jobs. The student will broaden their knowledge of various jobs.	1. The teacher will assign each student to interview a parent, relative or friend regarding their job. 2. Each student will list or discuss the job of a parent or a relative. He will give as much information as possible, including. a. Qualifications _____ b. Hours _____ c. Salary _____ d. Fringe Benefits _____ e. Opportunities for Advancement _____ f. Advantages _____ g. Disadvantages _____ h. Working Conditions _____ *The purpose of this activity is a sharing of information about jobs that some students may never have considered before.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Career Investigation	The student will begin to narrow his career investigation down to careers he is interested in as a result of 1. The aptitude test 2. The self inventory 3. Class discussions of various jobs	1. The teacher will have each student review his notebook to review the outcome of his aptitude test and his personality inventory. 2. Each student will list three occupations or careers he is interested in researching. 3. The teacher will plan a trip to the library, and the librarian will introduce the students to the materials available for career investigations. 4. The teacher will suggest information to be found about each career. A possible suggested outline would be CAREER INVESTIGATION Select one career and complete the following: I. The Career: _____ II. Qualifications: A. Education or training: _____ B. Skills required: _____ C. Experience necessary: _____ D. Age and health: _____ E. Other: _____ III. Working Conditions: A. Salary: Starting _____ Maximum _____ B. Hours _____ C. Working conditions _____ D. Job stability _____ E. Fringe benefits _____
	The student will research three occupations.	

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		IV. Opportunities: A. Entry_____ B. Advancement_____ V. Trends: A. Near future_____ B. Long range_____ VI. Advantages and Disadvantages A. Advantages_____ B. Disadvantages_____

*The teacher should allow adequate time for this activity so that the student will do a thorough job on researching the occupations or careers of his choice.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Qualities for Job Success	The students will be able to list qualities necessary for applying for a job.	The instructor will introduce the topic of "First Impressions" when applying for a job with a short introduction related to physical appearance and etiquette. Suggested film: Personal Qualities for Job Success The students will pair off. One student will act as a "Personnel Manager" and the other as a prospective employee. The students will pretend they are high school graduates seeking employment. 1. Have chairs arranged so that the pairs of students will be facing each other. 2. Have the student playing the role of the "Personnel Manager" seated. Provide him with a writing surface. 3. Have the prospective employer act out his movements. Arrange for a secretary so that the prospective employee can introduce himself and be announced to the "Personnel Manager." 4. Have the prospective employee announced to the "Personnel Manager." 5. From a prepared list have the "Personnel Manager" ask specific questions. Suggested list: Employer: What job are you applying for? What are your qualifications? What experiences have you had in this type of work? Where did you last work? Why did you leave this job? Are you married? How many children do you have, if any? Do you have any addictive habits which might cause you

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		to be a safety hazard or cause you to be absent a great deal. Do you feel you get along well with others? What was the rate of pay you made on your last job? How much do you expect to earn salary-wise on this job? While the interview is going on, the other students in the class will complete a form stating criticisms. Example: 1. Hypothetically, was the applicant on time? 2. Was his manner gracious toward the secretary? 3. Did he speak distinctly? 4. Was the applicant dressed appropriately? 5. Was he or she well groomed? 6. Did the applicant show enthusiasm while talking? 7. Were the applicant's answers to the point? 8. Was the applicant observably or overly nervous? 9. Was the applicant's attitude hostile when asked personal questions? 10. Upon completion of the interview did the applicant hesitate? 11. Upon completion did the applicant display a corteous gesture of farewell?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
You and Others	The student will complete a form in regard to people who might be interested in specific personal traits. The student will list the important reasons for attendence and self control on a job.	The instructor will introduce the form to be completed and list directions for completion. Each student will be given a form and fill it out in its entirety. It's up to you. There are many other people who observe you in your day to day activities. Can you identify those people who might be interested in your personal traits? List Who 1. Your school behavior: _____ 2. Your grooming: _____ 3. Your manners at home: _____ 4. Your posture: _____ 5. Your poise: _____ 6. Your health: _____ 7. Your conversation: _____ 8. Your cleanliness: _____ If you were the boss, what are some of the traits you would expect from your employees? As boss, would you be interested in the applicant's school record? Explain your answer, please. 1. Just out of curiosity, how many days have you been absent this semester?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Did you have good reason for being absent? If you earned $1.60 an hour and were absent for an 8 hour day how much would you a. Lose in a day? b. Have lost for the semester so far? 2. If you were an employer, how would you feel about people who are absent from work very often? 3. How would you feel if you were the boss, about people who were tardy very often? 4. If you were an employer, what course of action would you take if an employee displayed poor self control. 5. If you were an employer, what course of action would you take if an employee did not cooperate with other personnel? 6. As a result of this line of questioning, what two things do you feel weigh heavily when you are applying for a job:* a. Attendance b. Self Control *These are the expected Answers

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
You and the Employer	1. Given situations related to hiring and training, explain why an employer would want to look at an applicant's school transcript before hiring him. 2. Given a series of questions, list the three basic steps in hiring new employees. 3. Given an employment application form, complete the form as indicated and compete for a job. 4. Given several job applicants, choose the one best qualified for the job opening.	Role-playing activity in two parts: 1. Recruiting 2. Selecting the best qualified applicant Problem 1 1. Divide the students into groups of five. Have each group appoint a personnel director. 2. Read a job advertisement. 3. Tell students they are to pretend that they are high school graduates. 4. Allow ten to fifteen minutes for students to fill in the employment application form.* Problem 2 5. Seat students as one group, preferably in a circle. Set up two chairs for interviews. At this point each "Personnel Director" will decide which person he will recommend for the job. 6. Have each group's "Personnel Director" present and interview his applicant. Limit each interview to two minutes or less. 7. Teacher play the role of "Personnel Director" on the first interview to give the students ideas about the types of questions to ask. 8. After all groups have participated, have those who were interviewed leave the room. *Employment Application Form provided

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. Conduct a vote so that the class can select the applicant who seems to be best qualified for the job vacancy. 10. Have the applicants return to the room. Advise them as to who was chosen for the job. 11. Students are to answer questions as to why applicants were chosen for the job and why other applicants were not chosen for the job.

EMPLOYMENT APPLICATION

PERSONAL

Name _____ Soc. Sec. No. _____
Last First Middle

Present Address _____ Phone _____
No. Street City State Zip Code

Last Previous Address _____ U.S. citizen? _____

If you have any physical defects, state the nature _____

Height _____ Weight _____ Single Married Widowed Divorced Separated

Present draft classification _____ Number of dependent children _____

Their ages _____ Number of other dependents _____ Relationship _____

EDUCATION

Type of School	Name and Address	Year Started	Year left	Graduated (degree)	Course or major
Grammar					
High or trade school					
College or university					
Other					

MILITARY

Branch of military service_____ From_____ To_____ Type of Discharge_____

Training_____

PLACEMENT

Position wanted_____ No. of years experience in this work_____

Other skills_____

Starting pay expected_____ Date available for work_____

WORK HISTORY (List in order, last or present employer first)

	Employer	Rate of Pay	Type of Work	Dates From To
Name				
Location				
Supervisor				
Name				
Location				
Name				
Location				

PERSONAL REFERENCES (not employers or relatives)

Name	Address	Employment

Date_____ Signature_____

DO NOT WRITE BELOW THIS LINE

Comments_____

A. Interviewed by_____ Date_____

B. Interviewed by_____ Date_____

C. Interviewed by_____ Date_____

D. Interviewed by_____ Date_____

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
High School and Graduation	1. The students will be able to list and identify the courses required and the electives for high school. 2. The students will be able to list and identify terms peculiar to the high school curriculum. 3. The student will match the terms with the definitions given. 4. The student will complete the 4-year plan worksheet.	The teacher will define the terms required courses and electives. 1. Required courses are courses which everyone must take. 2. Electives are courses of personal choice. Required Courses 1. English-12 quin credits 2. Mathematics-4 quin credits 3. Social Studies 8 quin credits 4. Science-4 quin credits 5. Physical Education-4 quin credits 6. Health--Drug Abuse Education unless exempt by parental request 7. Home and Family Education-4 quin credits for girls (unless earned in eighth grade) The teacher will list and define terms peculiar to high school. The students will copy these for further reference in their notebooks. Terms 1. Quin credit--any course meeting one period five days a week for nine weeks offers on quin credit. 2. Quin unit--interchangeable with the term quin credit. 3. U.S. History--four quin credits required in this area. 4. Requirements--credits all students must take in order to graduate. 5. As is 6. As is.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

7. English--the course you need 12 quin credits in for graduation.

8. As is.

9. Sixty--the number of quin units required for high school graduation.

Let's try something different to get more information about high school requirements. We have used some of these terms, and some we have not. See how you can do in matching the terms with the meaning.

quin unit	a. The first year of senior high school or college_____
a quin credit	b. a term used interchangeably with "quin unit"_____
U.S. History	c. the course in which you must have twelve units in order to graduate_____
requirement	d. a student in the second year of high school or college_____
sophomore	e. Any course meeting for one period a day, for five days a week during a 9 week period offers a_____.
freshman	f. the number of units needed between in order to become a high school graduate_____
English	g. a general term that describes a certain subject or course which every student must complete in order to be graduate_____
an elective	h. four quin units of this subject are required for graduation.
sixty	

The teacher should invite counselors or assistant principals from local high schools to discuss course offerings at their schools.

i. a course of your own choosing

PLAN FOR FOUR YEARS

REQUIRED SUBJECTS - (EXPRESSED IN QUIN CREDITS)

FRESHMAN	SOPHOMORE JUNIOR SENIOR		
LANGUAGE ARTS 4 Quin Credits	LANGUAGE ARTS	12	Quin Credits
MATH 4 Quin Credits	MATHEMATICS	4	Quin Credits
	SCIENCE	4	Quin Credits
	SOCIAL STUDIES	8	Quin Credits
PHYSICAL EDUCATION 4 Quin Credits	PHYSICAL EDUCATION	4	Quin Credits
HOME AND HEALTH -	FAMILY EDUCATION - SEE NOTE 1 SEE NOTE 2		
ELECTIVES 12 Quin Credits	TOTAL REQUIRED (BASIC)	32	QUIN CREDITS
	ELECTIVES	28	QUIN CREDITS
	TOTAL REQUIRED FOR GRADUATION	60	QUIN CREDITS

Note 2 Four quin credits required for graduation and may be earned in any grade 8-12.

Note 2 Every student must have a quin course in drug abuse education unless otherwise exempt from such teaching by parental request (Drug Abuse Act 1970, State of Florida Legislature). This may be taken at any grade level, seven through twelve.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Subject Selection Card	1. The student will consider the subjects he will take next year. 2. The student will fill out a sample subject selection card.	The teacher will introduce the sample selection card and point out the importance of filling this card out correctly. This card will determine the student's schedule for the following year. The teacher will go over the directions with the class as they fill out a sample. Directions: 1. Print in block letters all data at the top of the card--except Grade, Section and Homeroom. 2. Block print under "A. Present Schedule" in code order, English, language, mathematics, science, social studies, enrighments, with physical education listed on the last line. 3. Block print under "B. Proposed Subjects for Fall." In the section "Subject Title" subjects must be printed in the code order as indicated above. 4. Do not use the column labeled "Special Class." This will be stamped in the office. 5. Block print under "Alternate Subjects." Indicate alternates opposite elective subjects and emphasize those specified by your teacher or counselor. 6. Note the four signatures indicated at the bottom of the form; for this assignment the signatures are not required. 7. The information on this sheet will be used later by your counselor.

Pupil's Name (last) (first) middle

I. D. No. _____

M ____
F ____

Pupil's Address

Phone Number

Present School - Spring Semester

Grade Section _____ H. R. ____

Date _____ 19 __
(month) (day) (year)

SUBJECT SELECTION CARD
Dade County Public Schools
Grades 8 - 12

(Print in Ink)

School - Fall Semester

Grade Section _____ H. R. ____

A. PRESENT SCHEDULE				B. PROPOSED SUBJECTS FOR FALL			C. FOR USE BY REGISTRAR		
Per.	Room No.	PRESENT SUBJECTS	Special Class*	SUBJECT TITLE (Use Code Order: E-L-M-S-SS-etc.)	Special Class*	ALTERNATE SUBJECT (When needed)	Per.	Room No.	TEACHER

*Stamped special classification - HONORS, ACCELERATED (ACCEL) or ADVANCED PLACEMENT (APP), as approved by school personnel.

D. COMMENTS BY SCHOOL PERSONNEL:

E. Note to Parents: APPROVAL OF SCHOOL AND SUBJECT PLACEMENT FOR FALL: The proposed subjects listed in section B, above, have been agreed upon by student and counselor after consideration of interests, academic record, standardized test scores, required courses, and educational plans, unless otherwise stated in section D, above. This is the FINAL choice of subjects and school placement unless the principal approves changes because of extenuating circumstances.

Pupil's Signature

Parent's Signature

Teacher's Signature

Counselor's Signature

Form 9 - 1970-71

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
College Corner	The student will be able to list the general requirements for college admission. The interested student will be able to explore with accuracy the colleges specializing in specific professions. The interested student will explore and list with accuracy, the tuition and living expenses required at various colleges. The student will answer the questions on the checklist provided.	The instructor will define the term professions and have the student list at least ten professions. The instructor will open with a short introduction on the requirements a student must maintain during his high school preparation that will enable him to fulfill college admission requirements. The instructor will introduce the topic of college and delegate exploratory projects to interested students requiring library research pertaining to admission requirements for various colleges specializing in specific professions. The interested student will compose a letter requesting college bulletins or request specific information as to tuition, living expenses, scholarships, and possible job opportunities while attending college. The instructor will present a checklist for students preparing for college. Every college-bound student should ask himself:

	YES	NO
1. Do I have efficient study habits?	____	____
2. Am I spending time each day trying to improve my reading comprehension and speed?	____	____
3. Am I spending time each day improving my vocabulary?	____	____
4. Have I developed the habit of using the college guidance materials in the school and the public library?	____	____
5. Have I checked the entrance requirements, the course of study, and the expenses of these colleges?	____	____

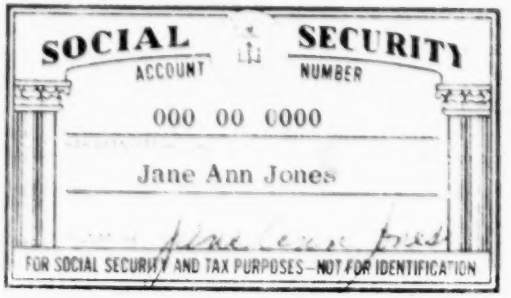
FOCUS	OBJECTIVE	LEARNING ACTIVITIES		
			YES	NO
		6. Have I made a list of the examinations I need for college admission or for guidance?	____	____
		7. Have I begun to prepare for this type of testing?	____	____
		8. Have I started a college savings account in which I put money from part-time and summer jobs?	____	____
		9. Have I looked into available financial aid--scholarships, loans, work-study plans?	____	____
		10. Have I discussed my plans for college and the financing of the costs with my parents?	____	____

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Social Security	1. The student will know why having a social security number is important. 2. The student will be able to list some of the benefits received from social security. 3. The student will be able to list the three times it is important to contact his Social Security Office. 4. The student will know how to apply for a social security number.	The teacher will open with background information on Social Security. For Example: During working years employees, their employers, and self-employed people pay social security contributions which are collectively placed in three special funds. When earnings stop or are reduced because the worker retires, dies, or becomes disabled, monthly cash benefits are paid from these funds to replace part of the earnings the family has lost. Part of the contributions go into a hospital insurance fund; when workers and their dependents reach 65, money from this fund helps pay their hospital bills. The social security protection you earn stays with you when you change jobs, when you move from city to city, when you move to another state. Nearly any job you take will be covered by social security; you earn protection under social security while you serve in the armed forces also. YOU WILL NEED A SOCIAL SECURITY NUMBER IF YOUR WORK IS COVERED BY THE SOCIAL SECURITY LAW. Your employer will ask for your social security number when you start to work or when you change jobs so that your wages will be properly credited to your social security earnings record. You need only <u>one</u> social security number during your life time. If you change your name or lose your card a telephone call to any Social Security Office will result in a representative helping you obtain a card showing your new name or to get a duplicate of the card you have lost.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		When you receive your card, it should be carried in your wallet or purse or placed in some location where it will be convenient. The stub (which is attached to the card when you receive it) is to be kept with other important papers, such as your birth certificate, insurance policies, etc. If you should lose the top portion of your card, you can get an immediate replacement at any social security office by presenting the stub. 2. A speaker should be secured from the Social Security Office who will give additional information and answer any questions. 3. Class discussion on the information given 4. WHEN DOES SOCIAL SECURITY BECOME IMPORTANT TO YOU AND YOUR FAMILY? Does your family know the <u>three</u> times you should be sure to contact your Social Security Office? Check to see if your parents are aware of these three times when they should check about benefits: a. When somebody is disabled--to find out if he is elgible for disability insurance. b. After a death in the family--to learn if survivors insurance benefits are payable. c. When a person retires or reaches retirement age--to get information on retirement benefits. 5. Fill out sample social security card.

SAMPLE SOCIAL SECURITY CARD

As soon as I receive the card, I will sign it here →



CARD

Keep this part in your wallet.

Detach here.

- -

and

[SOCIAL SECURITY ACCOUNT NUMBER]

000 00 0000

Jane Ann Jones

here → SIGNATURE Jane Ann Jones

FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

STUB

Keep this part in a safe place with other important papers.

Here is a sample application that you will be completing.

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

See Instructions on Back — Print in Black or Dark Blue Ink or Use Typewriter

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial — if none, write none) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX — MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE — WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (7-68)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

Directions are given on the reverse side of the application card, as shown below.

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country without a street address, show your R.D. Route, and Box number, if at the post office, show your P.O. Box No., if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application.) A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father."

FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 658
Room 606, Miami Herald Bldg.
One Herald Plaza
Miami, Florida 33132

☆ U.S. Government Printing Office: 1971 — 435-876:7

FILMS AVAILABLE

FROM AUDIO-VISUAL SERVICES

These films are available through Audio-Visual Services. Synopses are included in the Instructional Materials Catalog, Bulletin 1-N, and the Supplement to Bulletin 1-N, dated February, 1969. You should allow seven days for delivery from the date that your school representative submits the order..

Title	Year Produced	Catalog Number
Big Man On Campus (11' Color)	1963	1-00304
Business Education in Florida (16' Color)	1962	1-10313
Cameras and Careers (28' Color)	1960	1-30101
Career: Medical Technologist (15' Color)	-	1-12973
Careers for Girls (18' Black and White)	-	1-12973
Careers in Agriculture (14' Color)	-	1-10327
Chemistry and a Changing World (11' Black and White)	-	1-04055
Developing Your Character (10' Black and White)	-	1-00775
Finding the Right Job (11' Black and White)	-	1-00574
Finding Your Life Work (22' Black and White)	-	1-10315

Getting a Job (16' Black and White)	-	1-10320
Getting into College (14' Color)	1962	1-10269
How To Be Well Groomed (10' Black and White)	-	1-03991
How to Investigate Vocations (10' Black and White)	-	1-00576
I Want A Job (26' Black and White)	-	1-11568
Improve Your Personality (11' Black and White)	-	1-00163
Key To A Future (Library Careers) (15!' Color)	1964	1-10322
No Limit To Learning (29' Color)	1964	1-30104
Personal Qualities For Job Success (11' Black and White)	-	1-00580
Planning For Success (10' Black and White)	-	1-00207
Planning Your Career (18' Black and White)	-	1-10323
Secretary, The: A Normal Day (11' Black and White)	1966	1-04013
Stay in School (11' Color)	1966	1-00815

Technical Education In Florida (18' Color)	1963	1-10389
That the People Shall Know (The Challenge of Journalism) (29' Black and White)	1966	1-30012
Toward Emotional Maturity (11' Black and White)	-	1-00158
What's The Good Of A Test? (12' Color)	1965	1-10270

FREE FILMS FROM OTHER SOURCES

Other films listed in
Educators Guide to Free Films
Educators Progress Service Incorporated
Randolph, Wisconsin 53956

1. Careers in Business, (12!' Color), Write: National Career Center, 3839 White Plains Road, Bronx, New York 10467

2. Careers in Cosmotology, (13' Color) Write: National Career Center, 3839 White Plains Road, Bronx, New York 10467

3. Careers in Oceanography, (28' Color), Write: The Sixth Naval District, U.S. Naval Base, Charleston, South Carolina 29403

4. **Challenge of Dentistry**, The, (28' Color), Write: American Dental Association, Bureau of Audio-Visual Services, 211 East Chicago Avenue, Chicago, Illinois 60611

5. Listen, Listen, (18' Color) Write: Ford Motor Company Film Library, The American Road, Dearborn, Michigan 481211

6. New Colleges, The (28'), Write: The Sears Roebuck Foundation, 7435 Skokie Boulevard, Skokie, Illinois 60076

7. New Horizons in Vocations, (20'), Write: Pepsi Cola Company, 500 Park Avenue, New York, N.Y. 10022

8. Road Ahead, The, (28'), Write: Association Films, Incorporated, 227 Faulkner Road, N.E., Atlanta, Georgia 30324

(Allow 3 weeks when ordering from these sources)

CAREER PAMPHLETS

The volume of career pamphlets published is awesome. The few listed here are only a sampling of reliable sources available.

B'nai B'rith Vocational Service
1640 Rhode Island Avenue, N. W.
Washington, D. C. 20036

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, N. Y. 10010

Careers Research Monographs
The Institute of Research
537 Dearborn Street
Chicago, Illinois 60601

Chronicle Occupational Briefs
Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Educational Relations Section
Public Relations Staff
General Motors Corporation
Detroit, Michigan 48202

National Council of Technical Schools
1507 M Street, N. W.
Washington, D. C. 20005

Occupational Abstracts
Sydney F. Austin, Editor
Personal Services, Inc.
Peapock, New Jersey

Occupational Guidance: Charting Your Course
Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426

Occupational Outlook Report Series
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

United Business Schools Association
1518 K Street, N. W.
Washington, D. C. 20005

U. S. Trade Schools
500 East Eleventh Street
Kansas City, Missouri

Vocational and Professional Monographs
Bellman Publishing Company
Cambridge, Massachusetts 02138

SELECTED REFERENCES

A. Careers

1. Career Opportunities. J. G. Ferguson Publishing Co., Chicago Ill., 1970.

2. Circle, Duncan, David R. Clemens, Arthur M. Kroll, Dorothea C. Overholt. Career Information Service. Bureau of Vocational Education, Dept. of Education, Commonwealth of Massachusetts, 1968.

3. Demos, George and Bruce Grant. Vocational Guidance Readings. Charles Thomas Publisher, 301-327 East Lawrence Ave., Springfield, Ill., 1965.

4. Feingold, S. Norman and Sol Swerdloff. Occupations and Careers. McGraw-Hill, New York, 1969.

5. Florida State Department of Education. Orientation to the World of Work: A Suggested Guide. Bulletin 75G-5, March 1969.

6. Florida State Department of Education. Vocational, Technical and Adult Education. Bulletin 70 A-3, February 1965.

7. Ganley, Arnold L. and George S. Elias. Know Yourself. McGraw-Hill, Webster Division, New York, N.Y., 1966.

8. High School News Service Report. Dir., Dept of Defense, News Service Building, 1-B, Great Lakes, Ill. 60088.

9. Hoppock, Robert. Occupational Information. McGraw-Hill, New York, 1967.

10. Hopke, William E. Encyclopedia of Careers and Vocational Guidance. Volumes I and II. Doubleday and Co., Inc., Garden City, N. Y., 1967.

11. Kalachek, Edward. The Youth Labor Market. Publications Office, Institute of Labor and Industrial Relations, P. O. Box 1567, Ann Arbor, Michigan 48106, 1969.

12. Lovejoy, Clarence. Lovejoy's Career and Vocational School Guide. Simon and Schuster, New York, N.Y.

13. The National Vocational Guidance Association. Vocational Guidance Quarterly. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D.C. 10009.

14. Occupational Briefs-Careers for High School Graduates. Science Research Associates, 259 East Erie Street, Chicago, Ill. 60611.

15. Occupational Outlook Quarterly. Bureau of Labor Statistics, U. S. Government Printing Office, Washington, D. C. 20402, Summer, 1970.

16. Selected Occupations in Dade County 1970-71. Index for Specifications for Secondary Counselors and Students. Department of Pupil Personnel Services, Dade County Public Schools, 1410 N. E. Second Avenue, Miami, Florida 33132.

17. Self: The Decision-Maker. Pinellas County School Board, Clearwater, Florida, 1969.

18. Sharff, Lee E. Uniformed Services Almanac: 1970. Uniformed Services Almanac, P. O. Box 400, Washington, D. C. 20044, 1970.

19. Trent, James W. and Leland L. Medsker. Beyond High School. Jossey-Bass, Inc., 615 Montgomery Street, San Francisco, California, 1968.

20. United States Government Printing Office, Division of Public Documents, Washington, D. C. 20402:

    a. Counselor's Guide to Manpower Information. U. S. Dept. of Labor.

    b. The Dictionary of Occupational Titles. (D.O.T.) 1968.

    c. Manpower. (Monthly journal of the Manpower Administration).

    d. Occupational Outlook Handbook. Bureau of Labor Statistics.

    e. Occupational Outlook Quarterly. Bureau of Labor Statistics. Summer, 1970. (published quarterly)

21. Wolbein, Seymour L. Occupational Information: A Career Guidance View. Random House, New York, 1968.

B. College-Bound

1. American Council on Education. Accredited Institutions of Higher Education. 1785 Massachusetts Avenue, N. W., Washington, D.C., 1969.

2. American Council on Education. American Junior Colleges. Edmund J. Gleazer, Editor, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036, 1969.

3. American Council on Education. American Universities and Colleges. Otis A. Singletary, Editor, 1785 Massachusetts Avenue, N. W., Washington, D.C. 1969.

4. American Legion. Need a Lift? To Educational Opportunities. P. O. Box 1055, Indianapolis, Indiana (revised annually).

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